EFFECT OF GLOBAL CITIZENSHIP EDUCATION ON TRANSFORMATIVE COMPETENCIES, EMOTIONAL MATURITY AND CONCEPT FORMATION AMONG SECONDARY SCHOOL STUDENTS

Synopsis

Submitted in the partial fulfilment for the requirement of

Doctor of Philosophy

In

Education

Submitted by

ABHA DAGORE

Under the supervision of

DR. NEETU SINGH

DEPARTMENT OF PEDAGOGICAL SCIENCES, FACULTY OF EDUCATION

DAYALBAGH EDUCATIONAL INSTITUTE (DEEMED UNIVERSITY)

DAYALBAGH AGRA-282005

2023

1.0.0 INTRODUCTION

There is no more dangerous maxim in the world of today than "My country right, or wrong". The whole world is now so intimately interconnected that no nation can or dare live alone and the development of a sense of world citizenship has become just as important as that of national citizenship. In a very real sense, therefore, "Patriotism is not enough" and it must be supplemented by a lively realization of the fact that we are all members of One-World, and must be prepared, mentally and emotionally, to discharge the responsibilities which such membership implies (Secondary Education Commission, 1952-53). Therefore, Secondary Education Commission (1952-53) defined the main aim of seconday education which was the development of democratic citizenship with world citizenship. The commission has realised that no nation can progress without a national feeling along with social feeling. The Secondary Education Commission Report (1952-53) had envisaged schools to play a crucial role in developing democratic citizenship, emphasizing that “democracy is based on faith and in the dignity and worth of every single “individual”, where the innate worthfullness cannot be eclipsed either by economic or racial or social consideration. Therefore, it has laid down that the aims of secondary education should be to produce such ideal citizens who imbued with strong national and social feeling. Such citizen should have co-operative feeling directed towards universal brotherhood.

University Education Commission (1948-49) defined the aims of university and said that university should produce able citizens who can take up national responsibilities successfully in various fields. The Education Commission (1964-66) also recommended a minimum of 10 years of common curriculum for building citizenship in a democracy and for linking the “work of knowledge” with the “world of work”. In this concept, diversifies courses would be introduced only at the +2 stage. As a part of reform in curriculum, the Education Commission (1964-66) suggested that an effective programme of social studies is essential for the development of good citizenship and emotional integration. Work experience, social service programmes, physical education and education in moral and spiritual values, co-curricular activities etc. should form integral parts of the school curriculum. Arising out of the recommendations of the Education Commission (1964-66), National Policy of 1968 aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national Integration. It laid stress on the need for a radical reconstruction of the education system to improve its quality at all

stages and gave much greater attention to Science and Technology, the cultivation of moral values and a closer relation between education and the life of the people.

National Policy on Education (1986) suggests that just as functioning of the democratic institutions and enjoyment of fundamental rights are dependent on observance of civic responsibility and Inner discipline by the citizen of a country, likewise an atmosphere of freedom, innovation and creativity in educational system is dependent upon observance of norms of intellectual rigour, mutual consideration among all concerned, and creation of a new work ethic.

The vision of National Education Policy (2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

Global Citizenship

As a part of country, one is known as national citizen which is decided on the basis of ones' birth. Global citizenship is different from national citizenship. It is a voluntary association with a concept that signifies "ways of thinking and living within multiple cross-cutting communities-cities, regions, states, nations, and international collectives" (Schattle, 2007). Global citizens have a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and draws on the interconnectedness between peoples as well as between the local and the global. Global citizenship is based on the universal values of human rights, democracy, non-discrimination and diversity. It is about civic actions that promote a better world and future. (UNESCO, 2016). Education is the only medium through which the emotion of global citizenship can be developed among people.

Education is not only about learning the new concepts but also developing the values, social responsibility, responsible citizenship and civic engagement. Education helps the ways of thinking, behaving and acting to make peaceful, value oriented and inclusive societies. Therefore, global society is an urgent need of present time which can play the role of major driver of change. People can learn and think globally if they are given opportunity to update their information local as well as global level. In this perspective, the concept of global citizenship emerged which means that people understand their civic responsibilities to the world as a unit rather than their local countries. Hence, people may be able to create change in a meaningful manner at both level (small and large scale). The global citizens then acts without geographical boundaries to enhance the feeling of humanity.

GLOBAL CITIZENSHIP EDUCATION

As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Global citizenship education takes a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding' and aims to advance their common objectives." Global citizenship education aims to empower learners of all ages to assume active roles, both locally and globally in building more peaceful, tolerant, inclusive and secure societies. UNESCO (2014) has given the concept of global citizenship education one of its core education priorities for the next eight years (2014-2021). UNESCO (2015) states that "Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. Global citizenship education is based on the three domains of learning – cognitive, socio-emotional, and behavioural.

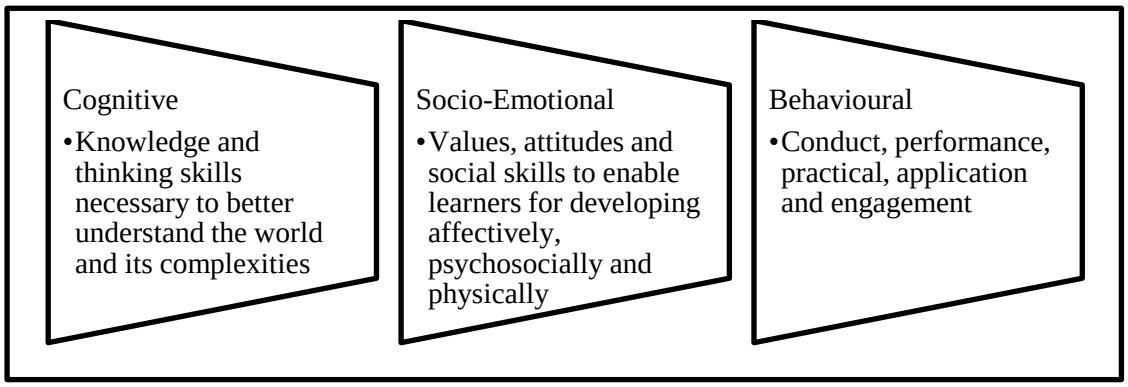
Cognitive
•Knowledge and thinking skills necessary to better understand the world and its complexities
Socio-Emotional
•Values, attitudes and social skills to enable learners for developing affectively, psychosocially and physically
Behavioural
•Conduct, performance, practical, application and engagement

Figure 1: Domains of Global Citizenship Education

Source: UNESCO, (2015b). Core Conceptual Dimensions of Global Citizenship Education

UNESCO's work in this field is guided by the education 2030 agenda and framework for action, notably target 4.7 of sustainable development goals (SDG 4 on Education), which calls on countries to "ensure that all learners are provide with the knowledge and skills to promote sustainable development including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non violence, global citizenship and appreciation of cultural diversity and of cultures contribution to sustainable development.

According to National Education Policy (2020), Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels. The need to foster education for sustainable development and global citizenship has featured in recent global agenda. The 2012 Global Education First Initiative's (GEFI) third priority focused on the promotion of global citizenship (United Nations, 2012). Similarly, the 2015 United Nation's global goals for 2030 (the Sustainable Development Goals) emphasizes commitment to the 5Ps (people, planet, prosperity, peace and partnership) in promoting sustainable development for all the present and future generations (United Nations, 2015).

STRUCTURE OF GLOBAL CITIZENSHIP EDUCATION – UNESCO 2015, has given the structure of Global Citizenship Education with cognitive, socio-emotional and behavioral domains of learning which can develop a global citizen in its complete way. The structure of Global Citizenship Education is as follows:

Table 1: Structure of Global Citizenship education: Topics and Learning Objectives

DOMAINS OF LEARNING			
COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL	
KEY LEARNING OUTCOMES			
• Learners acquire knowledge and understanding of Local, national and global issues and the interconnectedness and interdependency of different countries and populations • Learners develop skills for critical thinking and analysis	• Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human right • Learners develop attitudes of empathy, solidarity and respect for differences and diversity	• Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable actions • Learners develop motivation and willingness to take necessary actions	
KEY LEARNER ATTRIBUTES			
INFORMED AND CRITICALLY LITERATE • Know about local, national and global issues, governance systems and structures. • Understand the interdependence and connections of global and local concerns • Develop skills for critical inquiry and analysis	**SOCIALLY CONNECTED AND RESPECTFUL OF DIVERSITY** • Cultivate and manage identities, relationships and feeling of belongingness. • Share values and responsibilities based on human rights • Develop attitudes to appreciate and respect differences and diversity	**ETHICALLY RESPONSIBLE AND ENGAGED** • Enact appropriate skills, values , beliefs and attitudes • Demonstrate personal and social responsibility for a peaceful and sustainable world • Develop motivation and willingness to care for the common good	
TOPICS			
• Local, national and global systems and structures • Issues affecting interaction and connectedness of communities at local, national and global levels • Underlying assumptions and power dynamics	• Different levels of identity • Different communities people belong to and how these are connected • Different and respect for diversity	• Actions that can be taken individually& collectively. • Ethically responsible behaviour • Getting engaged and taking action	
LEARNING OBJECTIVES BY AGE/LEVEL OF EDUCATION			
Pre-primary/Lower primary(5-9 years)	Upper primary (9-12 years)	Lower secondary (12-15 years)	Upper secondary (15-18+ years)

Source: UNESCO, (2018). Preparing Teachers for Global Citizenship Education A Template

1.1.2 TRANSFORMATIVE COMPETENCIES

A Transformative competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. According to Organisation for Economic Co-operation and Development (OECD) Learning Compass 2030, transformative competencies are the types of knowledge, skills, attitudes and values students need to transform society and shape the future for better lives. These have been identified as creating new value, reconciling tensions and dilemmas, and taking responsibility. These transformative competencies can be used across a wide range of contexts and situations and they are uniquely human. All three transformative competencies can be seen as higher-level competencies that help learners navigate across a range of different situations and experiences (Grayling, 2017).

“Creating new value” refers to a person’s ability to innovate and act entrepreneurially, in a general sense, by taking informed and responsible actions (Bentley, T., 2017). The Organisation for Economic Co-operation and Development (OECD) Innovation Strategy (2015) articulates the importance of innovation as a driver of economic growth and social development that addresses urgent global challenges, such as demographic shifts, resource scarcity and climate change. When learners create new value, they ask questions, collaborate with others and try to think “outside the box”. In doing so, they can become more prepared and resilient when confronted with uncertainty and change, and can develop a greater sense of purpose and self-worth. Pedagogical approaches that give students the opportunity to apply their learning to real-life scenarios and challenges, such as how to attain food and water security, how to reduce youth unemployment or how to adapt to urbanization, help students develop new thinking, ideas and insights.

In a world of interdependency, finding solutions to global challenges requires the ability to handle tensions and dilemmas- for instance, between equity and freedom; autonomy and solidarity; efficiency and democratic processes; ecology and simplistic economic models; diversity and universality; and innovation and continuity. This requires the skill of balancing seemingly contradictory or incompatible

demands. To reconcile tensions and dilemmas, students need first to have cognitive flexibility and perspective-.taking skills so that they can see an issue from different points of view and understand how these differing views result in tensions and dilemmas. Students also need to show both empathy and respect towards others who hold views different from their own. They may also need both creativity and problem-solving skills to devise new and different solutions to seemingly intractable problems, particularly skills in conflict resolution. Reconciling tensions and dilemmas can involve making complex and sometimes difficult decisions; therefore students need to develop a sense of resilience, tolerance for complexity and ambiguity, and a sense of responsibility towards others.

Acting responsibly implies considered reflection and asking questions related to norms, values, meanings and limits, such as: What should I do? Was I right to do that? Where are the limits? Knowing the consequences of what I did, should I have done it? By critically analysing and evaluating alternatives through an ethical lens, students become morally and intellectually mature (Nussbaum, 1997). Taking responsibility requires having a strong moral compass, locus of control and sense of integrity, whereby decisions are made based on whether the resulting action will be for the broader benefit of others. Compassion and respect for others are also important for this competency. For this competency, having a sense of self-awareness, self-regulation and reflective thinking is of particular importance. It is also important to build trust before taking responsibility. When students are trusted by their peers, teachers and parents, they are more likely to take responsibility for their actions.

1.1.3 EMOTIONAL MATURITY

Emotional maturity is an internal development of balancing the mind and intellect with the external reality. If a person is truly emotionally mature, he or she acts with integrity. Thereafter that persons' attitudes and behaviours are positively mature. Emotional maturity is the ability to understand reality and facts and the quality of response to a situation by detaching from the pulls and pushes of pleasant and unpleasant feelings. Emotional maturity involves the ability of a person to cope with a stressful situation. "Emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh, his capacity for whole-hearted sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting that would rise the temper of any reasonably tolerant or

sensible persons and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of coverage such as must be assumed by person afraid to admit that they are afraid"(Laxmi Rani & Vibha Kumari 2019). Hogg & Vaughan (2010) said that emotions has two components, one is a state of physiological arousal and second is cognitions that we use to label the arousal of the emotion.

Emotional maturity helps a person to manage one's own and others emotion in an effective manner. Maturity is an important factor in an individual's life. An individual who is mature can handle stressful situations and other difficult times in life in a better way. A mature individual can be considered as a person who is developed intellectually, emotionally, spiritually.

An emotionally matured person has to understand each emotions and its consequences and also need to know what are the benefits of controlling emotions (Joy & Mathew, 2018). Emotional maturity is a very important component in an individual's life. Emotional maturity has great to do with knowing when and how to express feelings and when to control it. (Roja, Sasikumar, & Fatima, 2013). An individual who is emotionally disturbed act like a child, can be quarrelsome , self-centered and demanding person (Dutta & Rajkonwar, 2015). So it is very important to have an ability to control and manage emotions effectively (Myers, 2012).

Emotional maturity is related to emotion, "which means intense feelings directed at someone at something and a reaction to someone or an event and can be shown when feeling happy about something, and angry at someone or feeling anxious (Annisa, & Ifdil, 2016). On the other hand, emotions can show feelings or feelings towards something that is supposed. In general, emotions in human individuals consist of two kinds, namely positive emotions and negative emotions. Positive emotions can present and influence individuals with good things and are not affected by wrong thoughts, such as beliefs and hopes. On the other hand, negative emotions can cloud the mind with an irresistible lust or unpleasant feelings and behaviours that can cause problems. Therefore, emotional maturity is needed in each human being.

1.1.4 CONCEPT FORMATION

Concept formation is a process by which a person learns to sort specific experiences into general rules. Concept Formation is a great way for students to understand the concept of something new.

Concept formation refers to the process of acquiring new concepts, or mental representations of objects, events, or relationships. The term was introduced by Jean Piaget in his theory of cognitive development. Concept formation has been a central issue of philosophy since ancient times (Ros, 1990), and it is generally assumed that cognitive ac

tivities such as learning and remembering, reasoning, problem solving, language comprehension, and decision making presuppose the existence of a system of concepts in memory. The term *concept formation*, or concept learning is used by Psychologists to refer the development of the ability to respond to common features of categories of objects or events. Concepts are mental categories for objects, events, or ideas that have a common set of features. Concepts allow us to classify objects and events. Bourne & colleagues (1986) said that In learning a concept, one must focus on the relevant features and ignore those that are irrelevant. Concept provides an efficient way of organizing experiences. Concepts also serve an important function for a range of cognitive tasks including identifying objects in the world, forming analogies, making inferences that extend knowledge beyond what is already known and conveying core elements of a theory.

Forming concepts helps us to make sense of the world and prepares us to anticipate or predict future events more successfully.

1.2.0 EMERGENCE OF THE PROBLEM:-

The primary aim of Global Citizenship Education (GCED) is nurturing respect for all, building a sense of belonging to a common humanity and helping learners become responsible and active global citizens. Global Citizenship Education aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world. Education for global citizenship helps young people develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place. It is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature.

According to National Education Policy (2020), the purpose of education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims

at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. Students will be sensitized through this new school culture, brought in by teachers, trained social workers and counsellors as well as through corresponding changes to bring in an inclusive school curriculum. The school curriculum will include, early on, material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity. Any biases and stereotypes in school curriculum will be removed, and more material will be included that is relevant and relatable to all communities (National Education Policy, 2020).

As the world is becoming interconnected continuously. It is the demand of present time to introduce Global citizenship education to the students. Global Citizenship Education will empower the learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. Global citizens then be able to understand interconnectivity among different nations, global issues and develop their own perspectives to change the global issues. Therefore, global citizenship needs to be developed among students. Because of this cause, researcher has planned to teach global citizenship education to the secondary school students and findout its effect on Transformative Competencies, Emotional Maturity and Concept Formation of secondary school students. There are certain questions also which need to be answered through this research study:-

- Does Global citizenship Education influence the Transformative Competencies of secondary school students?
- Is there any effect of Global citizenship Education on Emotional Maturity of secondary school students?
- Can Global citizenship Education be effective to form the learning concepts among secondary school students?
- Can Global citizenship Education be beneficial for developing responsible global citizens?

Therefore, the researcher has selected the present study to find out the answers of these research questions.

1.3.0 JUSTIFICATION OF THE STUDY:

In this perspective, the researcher has reviewed following research studies which have been conducted in the area of Global citizenship education, transformative competencies, emotional maturity and concept formation:

J. Duarte(2021), Global citizenship means different things to different people": Visions and implementation of global citizenship education in Dutch secondary education-The results show that Dutch schools mainly operationalized GCE in terms of socialization and cultural GCE. School-level implementation of GCE occurred mostly by integrating it into the teaching of other subjects. Implementation on a class level was mainly focused on group conversations, group assignments, and excursions.

S. Leite(2021), Using the SDGs for global citizenship education: definitions, challenges, and opportunities- By investigating the practicalities of meeting these targets from an educator's perspective, this article proceeds with: arguing for a need to shift the central purpose of education; examining what is meant by education 'for' the three key areas included in the global indicator framework; exploring curricular opportunities offered by the SDGs; and presenting inquiry-based learning as a pedagogical approach for critically interrogating the SDGs with learners.

H. Goren, M. Yemini(2017), Global citizenship education redefined – A systematic review of empirical studies on global citizenship education-the existing body of research and suggested a useful framework for future research developments in the area of GCE, as well as pitfalls to be avoided. Educators and policymakers in many countries increasingly seek to integrate GCE; understanding current research directions will help frame future research in a more precise and comprehensive matter.

John P. Myer (2016), Charting a democratic course for global citizenship education: Research directions and current challenges- This article argues that for global citizenship education to reach maturity, there is a need for a programmatic research agenda that addresses the complex dynamics that globalization has introduced to schooling, particularly the challenges to teaching and learning for helping youth to make sense of the world and their role in it.

L. Rusyati, N.Y. Rustaman (2021), Development of questionnaire instrument to assess students' transformative competencies in science learning- Three transformative competencies (Creating New Value, Reconciling Tensions and Dilemmas, Taking Responsibility) which are expected to develop students' awareness, responsibility and innovation are used as focus of this study, These results provide opportunities for further study to increase student creativity in science learning

S. Ankamreddy , N. S. S. Rao, T.S.R.Sai(2020), Life Skills and Yoga as Cutting Edge Mechanisms for Transformative Competencies- Practicing yoga consistently instills important life skills. Technical and other institutions need to include yoga practice in the curriculum in order to equip students for transformational competencies which will help them to cope with the future.

H. Park(2019),Comparative analysis of competencies presented in OECD education 2030 and 2015 revised music curriculum: Focusing on the degree of reflection of competency- As a result of analyzing the competency categories, it was found that key concepts, skills, attitudes & values constructs, and transformative competencies and competency development competencies are highly reflected in the curriculum, and the level of reflection of foundational literacies and compound competencies competence is relatively low.

N. S. Nehra and S. Rangnekar(2021), Linking the emotional maturity factors and personal effectiveness: a study of cement and power manufacturing organizations in India-This study offers advanced insights on the proposed relationship that has not been examined till now, and serves as a potential policy guideline for personal effectiveness in understudied non-US cultures like India. The findings of this study enrich the literature on personal effectiveness from broaden-and-build theory perspective.

S. F. Rajaiemoosavi(2019), Predicting Emotional Maturity through Family emotional atmosphere and the level of religiosity parents in second-grade female students- The overall results showed that emotional atmosphere at home and the religiosity of one`s parents are key factors leading to the emotional maturity of adolescent girls. Therefore, in order to promote the emotional development of children, effective training is required to provide a suitable emotional environment at home as well as to educated parents on religious matters and issues.

M. Roy & H. Aji(2019), Emotional maturity and happiness among emerging adults-The result of the study showed that there is a significant relationship between emotional maturity and happiness among emerging adults. Women are more emotionally mature than men and there is no significant difference in happiness among men and women.

Jayendra A. Jarsaniya(2015), Emotional Maturity in Women-The results reveal that the working women significantly affect and difference on Emotional maturity score as compared to non working women. Working women have shown better Emotional Maturity compared to non working women. For this dimension indicate that in positive sense there was significant difference between working and non working women.

F. M., Hübner, N., Marsh, H. W.(2022), "Which class matters? Juxtaposing multiple class environments as frames-of-reference for academic self-concept formation". In this study researcher found a stronger BFLPE on the regular class level and the strongest BFLPE on the math class level. Our study demonstrates the importance of multiple class environments as frames-of-reference for academic self-concept formation.

Y. Engestrom(2020), "Concept formation in the wild: towards a research agenda". The researcher found that concept formation across different productive activities, including schools and other educational institutions.

Michael L.Mack(2018), **"**Building concepts one episode at a time: The hippocampus and concept formation". Collectively, this work suggests that the hippocampus does much more than encode individual episodes; rather, it adaptively transforms initially-encoded episodic memories into organized conceptual knowledge that drives novel behaviour.

Global citizenship education should be implemented at the school level by integrating it into teaching of other subjects at class level it includes group conversation, group assignments and excursions. Global citizenship education should be included along with co-curricular activities on school level. If SDG's are used to drive a definition of Global citizenship than it promotes combination of inquiry and problem based learning (J. Duarte,2021). Global citizenship education most of the educators and policymaker of different countries seeking to integration Global citizenship rapidly (S. Leite,2021). Students in every countries needs to be change in future with the help of this which develop students awareness,

responsibilities and innovation (H. Goren, M. Yemini,2017). Many students cannot affirm life skills but by transformative competencies in students create new values like creative thinking, critical thinking and problem solving (L.Rusyati, N. Y. Rustaman,2021). Transformative competencies can develop skills, attitudes and values and it highly reflected in the curriculum (T.S.R.Sai,2020). Effective training is required to provide a suitable emotional environment at home as well as religious matter(S. F. rajaiemoosavi,2019). Some guidelines are given by foundational frame work which suggested that we will examine concept formation, productive activities including educational institutes.

After reviewing the related literature, the researcher has found that very few national & international studies have been done on Global Citizenship Education. Transformative Competency is also a variable which needs to be studied with Global Citizenship Education which has not been studied earlier. After studying all the above research studies, researcher has observed that Emotional Maturity and Concept Formation have not been studied in relation to Global Citizenship Education. At present, Global Citizenship is must to be developed among students for creating positive and peacefull environment. Because of this reason, the researcher has planned to study the effect of Global Citizenship Education on Transformative Competencies, Emotional Maturity and Concept Formation of Secondary School Students.

1.4.0 STATEMENT OF THE PROBLEM:-

Recognizing the significance of fostering Global Citizenship Education and improving Transformative Competencies, Emotional Maturity and Concept Formation among Secondary School Students , the researcher has proposed to find out the effect of Global Citizenship Education on transformative competencies, emotional maturity and concept formation . Hence, the present problem is entitled as **"*Effect of Global Citizenship Education on Transformative Competencies, Emotional Maturity and Concept Formation among secondary school students.*"**

1.5.0 DEFINITIONS OF THE TERMS USED IN THE STUDY:-

The present research problem has the following key terms which require further explanation in order to communicate their precise meaning:

1.5.1 GLOBAL CITIZENSHIP EDUCATION:-

According to UNESCO (2016), "Global citizenship education is a form of civic learning, which aims to impart the knowledge, skills, values and attitudes necessary to help promoting tolerance, equity and peace in the world".

OPERATIONAL DEFINITION:-

In the present study, Global Citizenship Education defined as the teaching process which includes subject based learning with developing civic values, attitudes, behaviours among students to live in peaceful environment and sustainable society. Global Citizenship Education will be provided to the students by teaching Social Science subject and connecting the local and national perspective with global issues as well as focus will be on developing global citizenship among students. Students will have broader thinking ability, national as well as international information about the topics and values to live with peace.

1.5.2 TRANSFORMATIVE COMPETENCIES:-

According to Organisation for Economic Co-operation and Development (2005), "Transformative competencies as the types of knowledge, skills, attitudes and values students needs to transform society and shape the future for better lives".

OPERATIONAL DEFINITION:-

In the present study, transformative competencies are defined as the abilities, attitudes and skills through which one can be able to think to change the orthodox society and fundamentalism. These competencies can help to be internally motivate for following the moral and democratic values.

1.5.3 EMOTIONAL MATURITY:-

According to Menninger (1999), "Emotional maturity can be defined as a process in which the personality always determined for better sense of emotional well-being. "According to Walter D Smitson (1974),"Emotional maturity can be defined as the process in which a person is continuously striving for greater sense of emotional health, both intra-physically and intra-personally".

OPERATIONAL DEFINITION:-

In the present study, Emotional maturity is defined as a person's ability to realize, control and express one's own emotions without being disturbed emotionally in any condition.

1.5.4 CONCEPT FORMATION:-

According to Piaget (ND), "Concept formation refers to the process of acquiring new concepts, or mental representations of objects, events, or relationships.

According to Walter Parker (2008), "Concept Formation is an inductive teaching strategy that helps students form a clear understanding of a concept (or idea) through studying a small set of examples of the concept.

OPERATIONAL DEFINITION :

In the present study, Concept formation is the mental process by which students can become able to develop clear concepts and understanding for subject matter to show their academic progress.

1.5.5 SECONDARY SCHOOL STUDENTS-

According to New Education Policy (2020)- Secondary stage will cover school education from class 9-12 in two phases. The first phase includes 9^{th} to 10^{th} class and second phase includes 11^{th} to 12^{th} class. Age group for both of these phases is given as 14 to 18 years.

OPERATIONAL DEFINITION:-

In the present study, Secondary school students refers to the students studying in 9^{th} class after completing their middle stage school.

1.6.0 OBJECTIVES OF THE STUDY:-

1. To prepare Lesson Plans based on Global Citizenship Education of Social Science subject for secondary school students.
2. To study the effect of Global Citizenship Education on transformative competency among secondary school students.
3. To study the effect of Global Citizenship Education on Emotional maturity among secondary school students.
4. To study the effect of Global Citizenship Education on Concept formation among secondary school students.

1.7.0 HYPOTHESIS

Ho1. There will be no significant effect of Global Citizenship Education on transformative competency among secondary school students.

Ho2. There will be no significant effect of Global Citizenship Education on Emotional maturity among secondary school students.

Ho3. There will be no significant effect of Global Citizenship Education on Concept formation among secondary school students.

1.8.0 DELIMITATIONS

This study will be delimited to following areas:

1. The present study will be delimited to schools of Agra City affiliated to CBSE board.

2. The study will be delimited to students of 9^{th} standard.

3. Only Social Sciences subject will be considered to teach the students.

1.9.0 METHODOLOGY OF THE STUDY - The research methodology covers variables, research methods, research design, selection of sample, tools used in the study and statistical techniques. The brief description of research methodology is as follows:

1.9.1 VARIABLES OF THE STUDY - In this present study, researcher has selected Global Citizenship Education as Independent variable and Transformative competency, Emotional maturity and Concept formation as dependent variables.

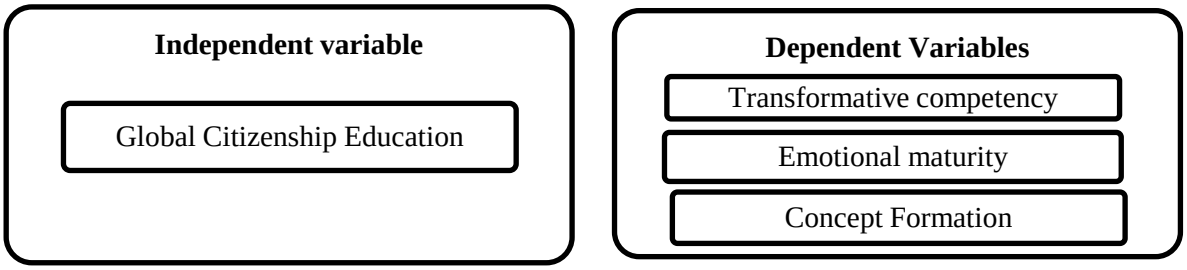

Figure 2: Variables of the study

1.9.2 METHOD OF RESEARCH:-

To achieve the objectives of the present study, Quasi-Experimental research method will be used. Researcher will use Quasi-experimental two group design with pre test-post test.

1.9.3 DESIGN OF THE STUDY:

The Quasi experimental design with untreated control group and pre-test and post test samples will be used in the present study. This will be a non-equivalent group design where treated group will be taught

through global citizenship education and untreated group will be taught in their conventional classrooms by their own teachers. The research design is as follows:

Table 2: Pre-Post testing & Intervention plan

GROUP	PRE-TEST	TREATMENT	DURATION	POST-TEST
Experimental Group (treated Group)	• Transformative competency • Emotional maturity • Concept formation	Teaching by Global Citizenship Education	30 Lesson plans will be prepared and implemented in 10 weeks	• Transformative competency • Emotional maturity • Concept formation
Control Group (untreated Group)	• Transformative competency • Emotional maturity • Concept formation	Teaching by traditional teaching methods	10 weeks	• Transformative competency • Emotional maturity • Concept formation

1.9.4 SELECTION OF THE SAMPLE :

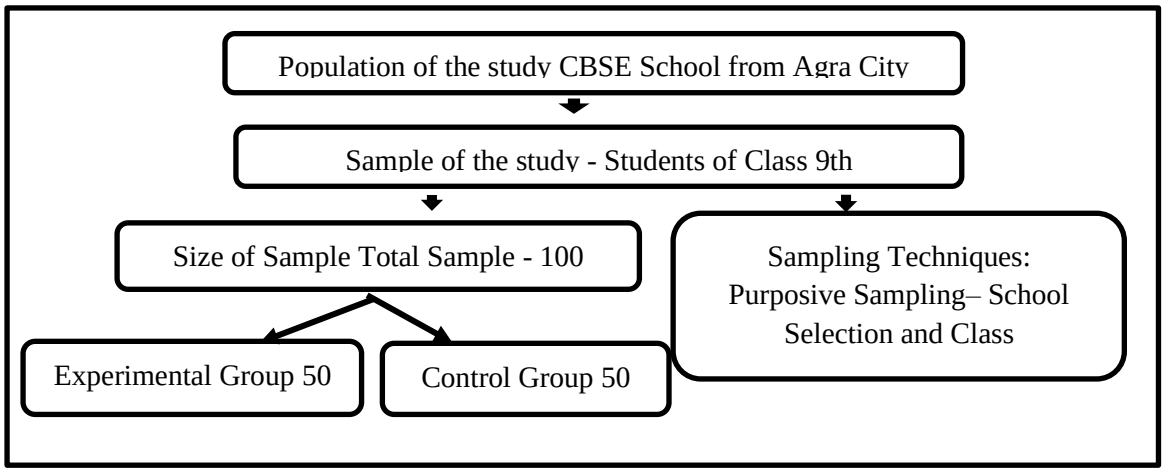
Population of the study CBSE School from Agra City
Sample of the study - Students of Class 9th
Size of Sample Total Sample - 100
Sampling Techniques: Purposive Sampling– School Selection and Class
Experimental Group 50
Control Group 50

Figure 3: Population & Sample of the study

1.10.0 TOOLS OF THE STUDY- To furnish the data in details self-constructed and various suitable and standardized psychological tools will be used. By observing the nature of the study following tools will be used:

1. Self constructed tool for Transformative competency will be used and four dimensions will be measured- Knowledge to transform society, Skills to transform society, Values to transform society & Attitudes to transform society

2. Emotional Maturity Inventory (**Singh & Bhargava, 2012**) measured dimensions- Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence.

3. Concept formation Test will be developed by the researcher.

1.11.0 STATISTICAL TECHNIQUES

According to the requirements of the study, the researcher will use Quantitative Statistical Analysis. In Quantitative Statistics, the researcher will use both the Descriptive and Inferential Statistics in the present study to analyse the data.

Descriptive Statistics: Mean, Standard Deviation will be applied as descriptive statistics.

Inferential Statistics: T-Test and Ancova will be applied as inferential statistics.

1.12.0 SIGNIFICANCE OF THE STUDY :-

A global citizenship is an awareness about living in an interconnected world where many of our actions and choices affect the people locally, nationally and many times even internationally. Global citizens will be then able to respect themselves as well as others, regardless of where they live. Generally, a global citizen tries to have an understanding of how the world works and tries to stay well-informed. They participate in the community at a range of levels from the local to the global and are willing to act to make the world a more equitable and sustainable place. Global citizenship can make people responsible and serious for national as well as global issues. Some of these matters could include human rights, religious pluralism, gender equity, the rule of law, environmental protection, sustainable economic growth, and poverty alleviation. With a global citizenship education, students may be able to solve problems, make decisions, think critically, communicate ideas effectively and work well with others. Thus, a global education in the classroom is very crucial for present time.

Global Citizenship nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimise harm to our planet. Exploring Global Citizenship themes helps learners grow more confident in standing up for their beliefs, and more skilled in evaluating the ethics and impact of their decisions. Global Citizenship Education deals with issues of global interdependence, diversity of identities and cultures, sustainable development, peace and conflict and inequities of power, resources and respect. Global Citizenship Education is an opportunity to create a new ‘learning and growing together’ dynamic.

It is also vital that teachers should make efforts to teach the children with developing national citizenship values as well as global citizenship values. Hence, the students can be motivated by global citizenship education for being a responsible global citizen. It is also important to investigate how global citizenship education can influence the transformative competencies, emotional maturity and concept formation ability of the students. In this perspective, J. S. Bruner has highlighted the importance of education for being a part of the world which is given below:

"Education must be not only a transmission of culture but also a provider of alternative views of the world and a strengthener of skills to explore them."

References:

Adaspayeva, N. (2020). Global Citizenship education conceptualization in curriculum guidelines of the New Zealand curriculum. New Zealand annual review of education(2020). 25: 57-75. DOI: https// doi.org/10.26686/nzaroe.v25.6935

Dangal, L.K., Srivastava, S. (2016) Emotional maturity of internet users universal general of educational research 4(1): 6-11, 2016.DOI: 10.13189/Ujer.2016.040102.https://www.hrpub.org.

Government of India(2022),National Education Policy,2020. p. 15 & 37

Henil M. Upadhyay(2020). A study on emotional maturity in an adolescent group studying at a higher secondary school in Western India. The International Journal of Indian Psychology, http://www.ijip.in/doi.org/ 10.25215/0804.011

Joy, M., Aji, H. (2019). Emotional maturity and happiness among emerging adults. Journal of engineering research and application. ISSN: 2248-9622.Vol.9(3). March 2019. Pp 50-55

Jarsaniya, A.J. (2015). Emotion maturity in women the international general of India psychology. ISSN 2348-5396(e). ISSN 2349-3429(P). Volume 2(4).

Lekin, J. (2021). Transformative competencies - How to define and implement competencies for SDG target 4.7

Nygren, T., Kro lie, D.O., Larsson, E., Novak, J., Bentrovato, D., Wassermann, J., Welply, O., Guath, M., Anamika. (2020). Global citizenship education for global citizenship. Journal of Social Science education. Vol.19, No. 4(2020). DOI 10.4119/jsse-3464. Pp. 63-97.

Kancharla, K., Gopal, C.N.R.(2020). A study on Emotional maturity and self Esteem among adolescents. Volume 9(5), May-2020. Print. ISSN no. 2277-8160. DOI: 10.36106/gjra.

New Zealand Annual Review of Education (2020) 25: 57-75 DOI: https://doi.org/10.26686/nzaroe.v25.6935

Pachi, T.(2020). Global citizenship in the era of globalization. https://orcid.org/0000-0002-5929-2429 Kisii university, Kenya. https://www.researchgate.net/publication/341071486.

DOI: 10.4018/978-1-7998-5268-1.cho16.

Pashby, K. (2015). Conflations, possibilities, and foreclosures: Global Citizenship education in a multicultural context. Curriculum Inquiry, 45(4), 345-366. https://doi.org/10.1080/03626784.2015.1064304

Rani, L., Kumari, V. (2019). Emotional maturity & family environment. International journal of creative research thoughts(IJCRT). Volume 7(4). Nov. 2019. ISSN: 2320-2882.

Sant, E., Davies, I., Pashby, K., & Schultz, L. (2018). Global citizenship education: A critical introduction to key concepts and debates. Bloomsbury.

Tallon, R., & Milligan, A. (2018). The changing field of development and global education resource provision in New Zealand. International Journal of Development Education and Global Learning. https://doi.org/10.18546/IJDEGL.10.1.05

Torres, C.A. (2017). Theoretical and Empirical foundation of critical global citizenship education. University of California, Los Angeles, USA

UNESCO, (2018). Preparing teachers for Global citizenship education: A template. ISBN 978-92-9223-605-2 (Print version).ISBN 978-92-9223-606-9 (Electronic version).

United Nations Educational, Scientific and Cultural Organization. (2016a). Education for people and planet: Creating sustainable futures for all (Global Education Monitoring Report). UNESCO.

United Nations Educational, Scientific and Cultural Organization. (2016b). Textbooks pave the way to sustainable development (Global Education Monitoring Report Policy paper 28). UNESCO.

United Nations Educational, Scientific and Cultural Organization. (2015a). UNESCO and sustainable development goals. UNESCO

United Nations Educational, Scientific and Cultural Organization. (2015b). Unpacking sustainable development goal 4 education 2030. UNESCO

UNESCO. (2015b). Core Conceptual Dimensions of Global Citizenship Education

United Nations Educational, Scientific and Cultural Organization. (2013). Global Citizenship education: Preparing learners for the challenge of the 21st century. UNESCO

Wood, B. E., & Sheehan, M. (2020). Transformative disciplinary learning in history and social studies: Lessons from a high-autonomy curriculum in New Zealand. The curriculum Journal. https://doi.org/10.1002/curj.8

Wood, B. E. (2019). Global Citizenship education: Definitions and debates. Curriculum Matters (15), 93-98.

Walter, D. (1974).Definition of emotional maturity